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| **Language and**  **Level / Grade** | French Novice High – Intermediate Low | | | | Approximate Length of Unit | | | | | 4 weeks | |
| Approximate Number of Minutes Weekly | | | | | 275 minutes (55 mn/day) | |
| **Theme/Topic** | Challenges: The Natural World - Biodiversity | | | | | | | | | | |
| **Essential Question** | What is biodiversity and why do we need it? | | | | | | | | | | |
| **Goals**  *What should learners know and be able to do by the end of the unit?* | Learners will be able to:   * Define “biodiversity” and why it is important to life on Earth * Give reasons why biodiversity is disappearing locally, regionally, globally * Give examples of endangered species * Compare biodiversity efforts in the French-speaking world and the US * Give examples of what individuals can do to sustain the biodiversity of planet Earth | | | | | | | | | | |
| **Summative**  **Performance Assessment**  *• These tasks allow learners to demonstrate how well they have met the goals of the unit.*  *• They are integrated throughout the unit.*  • *The template encourages multiple interpretive tasks.*  *• The interpretive tasks inform the content of the presentational and interpersonal tasks.*  *• The tasks should incorporate 21st Century Skills.* | **Interpretive Mode** | | | | | | | | | | |
| Watch the video “*Bouge-toi pour ta planète*”; identify actions that harm the planet according to the video and propose alternatives to these actions. | | Read and summarize the article “*Lancement de la phase pilote “Insectes et Ciel étoilé”.* Give your opinion with justification of the potential for this initiative to succeed in the US. | | | | | | | Visit the website: [www.zoo-palmyre.fr](http://www.zoo-palmyre.fr/). Give your opinion with reasons based on the information from the website on why zoos are needed/not needed. | |
| **Presentational Mode**  In teams of four, make a plan to inform others via the Internet about biodiversity and why it is a global challenge. Include examples and suggestions for stopping the decline in biodiversity. | | | | | **Interpersonal Mode**  Share what you have learned about biodiversity and humans’ impact locally, regionally, and globally giving both positive and negative examples. | | | | | |
| **Cultures**  (Sample Evidence)  *Indicate the relationship between the product, practice, and perspective.* | **Product:** Fête de la Nature  **Practice:** National celebration of nature  **Perspectives:** Importance of biodiversity    **Product:** Zoos  **Practice:** Protecting endangered species  **Perspective:** Importance of educating the public about endangered species | | | | | | | | | | |
| **Connections**  (Sample Evidence) | **Making Connections** | | | | **Acquiring Information** | | | | | | |
| Environmental Science - biodiversity  Communication Arts – justifying opinions orally and in writing | | | | Website: Noé Conservation  Chanson: *Enfants de la terre*  Document: *La Charte de l’environnement de la France* | | | | | | |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | | | | **Cultural Comparisons** | | | | | | |
| Eclairage durable  S’engager | | | | National celebration of nature  Interest in biodiversity – national charter | | | | | | |
| **Communities**  (Sample Evidence) | **School and Community** | | | | **Lifelong Learning** | | | | | | |
| Small groups work to inform others about challenges related to biodiversity | | | | Ongoing awareness and action related to biodiversity  Self-assessment of progress towards unit goals | | | | | | |
| **Connections to Common Core** | **Reading 2.** Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.  **Reading 10.** Read and comprehend complex literary and informational texts independently and proficiently.  **Writing 5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  **Writing 8.** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism  **Speaking and Listening 1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  **Speaking and Listening 4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | | | | | | | | | | |
| **Toolbox** | | | | | | | | | | | |
| Language Functions and/or Can-do Statements | | Related Structures / Patterns | | | | | | | Vocabulary Expansion | | |
| **Describing** plants and animals | | Adjective placement, agreement  Relative pronouns que, qui (ex: the animals that are endangered…) | | | | | | | **Tier 1**  Names of plants, animals  Adjectives describing plants and animals: size, color  It is important, good, necessary…  Instead of…. | | |
| **Expressing opinions** about biodiversity | | It is important to protect…  It is good to help….  It is necessary to… | | | | | | |
| **Offering alternatives** to current practices related to biodiversity | | Instead of cutting down trees…. | | | | | | | **Tier 2**  Engagement  Crisis | | |
| **Tier 3**  Classifications: mammals, amphibians, reptiles,  Biomes  Endangered species | | |
| **Key Learning Activities/Formative Assessments** | | | | | | | | | | | |
| Key Learning Activity/Formative Assessment  *(representative samples from beginning to end of unit)* | | | | How does this activity support the unit goals or performance tasks? | | | | Mode of Communication | | | **Interculturality**  **S**elf  **C**ommunity  **W**orld |
| Discuss infograph of endangered species | | | | Activates interest in unit themes | | | | Interpretive  Interpersonal | | | W |
| View video of song “Enfants de la terre” | | | | Shows images related to biodiversity | | | | Interpretive  Interpersonal | | | W |
| Brainstorm what biodiversity means and includes | | | | Provides definition of biodiversity | | | | Interpersonal | | | S, C, W |
| Complete an information gap activity related to biodiversity | | | | Categorizes different aspects of biodiversity | | | | Interpersonal | | | C, W |
| Write an introductory reflection on why biodiversity is important | | | | Practices expressing opinions | | | | Presentational | | | S, C, W |
| **Resources** | | | | | | | **Technology Integration** | | | | |
| [www.zoo-palmyre.fr](http://www.zoo-palmyre.fr/)  [www.notre-planete.info/actualites/actu\_3665\_chanson\_Enfants\_de\_la\_Terre.php](http://www.notre-planete.info/actualites/actu_3665_chanson_Enfants_de_la_Terre.php)  [www.oncfs.gouv.fr/Plan-de-restauration-du-Grand-Hamster-ru82](http://www.oncfs.gouv.fr/Plan-de-restauration-du-Grand-Hamster-ru82)  Youtube: Bouge-toi pour ta planète (several short videos on biodiversity)  Youtube: Espèces menaces: l’hécatombe continue  Polar bear article: <http://www.tv5.org/TV5Site/publication/galerie-37-5-L_ours_polaire.htm>  Noé Conservation | | | | | | | [www.edmodo.com](http://edu.glogster.com/)  a safe way for your class to connect and collaborate, share content, and access homework  <http://edu.glogster.com/> allows students to create online multimedia posters with text, photos, videos, graphics, sounds, drawings, data attachments | | | | |